DOCUMENT RESUME

ED 100 934 88 SP 008 865

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TITLE Carroll County Competency Based Teacher Certification Project. Librarian's Report.
INSTITUTION Carroll County Board of Education, Carrollton, Ga.; West Georgia Coll., Carrollton. School of Education.
SPONS AGENCY Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.; Georgia State Dept. of Education, Atlanta. Div. of Program and Staff Development.
PUB DATE Jun 74
NOTE 43p.

EDRS PRICE MF-$0.75 HC-$1.85 PLUS POSTAGE
DESCRIPTORS Audiovisual Aids; Bibliographies; Books; Credentials; *Performance Based Teacher Education; *Performance Criteria; *Performance Specifications; *Reference Materials; Slides; Teacher Certificates; *Teacher Certification; Teacher Education Curriculum; Teacher Employment; Teacher Qualifications
IDENTIFIERS *Carroll County; Elementary Secondary Education Act Title III; ESEA Title III; Georgia

ABSTRACT

Reference materials, slides, cassettes, books, pamphlets, materials from other states, and articles used in the Carroll County, Georgia, Competency Based Teacher Certification Project, 1973-74, are listed. Brief annotations are included for both the reference materials and articles. (MJM)

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CARROLL COUNTY
COMPETENCY BASED TEACHER CERTIFICATION
PROJECT

COMPETENCY BASED TEACHER CERTIFICATION PROJECT

Librarian's Report
June, 1974

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Conducted by School of Education, West Georgia College, and Carroll County Teachers, under a Title III, ESEA grant from the Division of Program and Staff Development, Georgia State Department of Education.

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Librarian's Report June, 1974

REFERENCE MATERIAL - SECTION I

Atlanta Assessment Project

1. "Facts About the Atlanta Assessment Project." Deals with information such as the purpose, funding, goals and progress and the project.

2. "What the Future May Be Like in 1985." Topics such as the economy, industrial development, agriculture, automation, transportation, manpower and employment, etc.

3. Questionnaires dealing with the goals for education in Atlanta.

Auburn University

1. "Performance-Based Teacher Education What Is the State of the Art?" An overview of AACTE position on "performance-based" or "competency-based" teacher education, definitions, elements considered to be essential, related and desirable characteristics and possible effects. Other articles in the paper deal with performance-based criteria for certification and various state and university approaches to performance based teacher certification.

2. "Statement Concerning Performance-Based Education" October 3, 1972. Submitted by: Giles Easley, Jim Gamble, Charles Grunshields, Bill Lauderdale, Michael Littlejord, Edith Miller, Don Rice. This report reflects concern about whether or not the generally-agreed-upon concept of performance-based programs is broad enough to meet educational needs.

3. "A Proposed Plan of Action for Developing An Improved Teacher Education Program at Auburn University." A report of the Teacher Education Coordinating Committee on their plan to improve the teacher education program at Auburn University. The report includes a rationale of the proposed plan, a plan to provide for participation of all concerned, and phases of the program.

4. Competency Questionnaire. Designed to identify administrator competencies considered to be important to the subject. Questionnaire involves competencies in the areas of (1) Effective communication, (2) Interpersonal Relations, and (3) Problem-solving and Decision Making.

5. "Autonomy Inventory." Thirty-one statements intended to measure the subjects' feeling of autonomy on a scale of 1-5.

6. "Orientation Guide to Personalized Program." Introduction to the teacher training program at Auburn University. Designed to familiarize students with goals and processes of the program.

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7. Learning Module. Module is intended to give experience in designing a learning module. It involves writing educational goals, objectives, construction of pre-tests and post-tests, and the matching of learning activities with particular objectives.

CDA State Competencies

1. Job description for center child care staff worker includes knowledge and skill competencies to be achieved.

Crouthamel Papers

1. "Teacher Competency Assessment-Identification and Systematic Intervention." By: Ernest L. Bentley, Jr., Dillard U. Crouthamel, Lacy Powell, Clayton County Schools. A proposal written for Clayton County Schools and funded by Title III to develop a program designed to develop and demonstrate a dependable means of assessing teacher inputs which are related to pupil accomplishment.

Differentiated Staffing

1. "End of Budget Period Report - Differentiated Staffing - Carroll County Schools 1973-74." By: Raymond L. Hughes. A history of the differentiated staffing project funded by Title III ESEA including the design of the evaluation, educational goals, objectives and tentative proposal for 1974-75. The report gives a resume of the program as it was implemented at each of the schools involved as well as a baseline for future evaluation and appendices.

Dodl Workshop

1. "System II - Multiple Index System for Classifying Teacher Competencies." A paradigm of a method for identifying and classifying teacher competencies. Lists competencies to be considered with explanations and examples.

2. "Intern Negotiation of Teaching Competencies." By: Norman R. Dodl and Jay P. Lutz. Teacher Education Projects, Florida State University. Paper deals with teacher preparation with regards to one portal school and focuses on the ability of the portal school to function as an environment in which student teachers can demonstrate and be evaluated on teaching competencies. Consists of a rationale for a competency-based internship, a systems model dealing with instructional design and with negotiating and evaluating intern competencies, and an example of the competency negotiation process in case study format.

3. "An Evaluation Instrument for a Competency-Based Teacher Education Program." By: Baldwin, King and Brennan Schools of New Haven, Connecticut. Includes a review of the project's background; general

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procedures for use of the instrument; and teacher competencies and assessment procedures for 3 clusters of competencies. (3 copies)

4. "Competency-Based Teacher Education." Education Policy Research Center. By: Phyllis D. Hamilton. Prepared for: Office of Planning, Budgeting and Evaluation. Policy paper is intended to illuminate the critical issues involved in Competency-Based Teacher Education, relate them to trends likely to influence future policies for the education professions and suggests recommendations for future action.

Georgia State Department of Education

1. "A Plan for Moving to Competency-Based Preparation and Certification in Georgia by 1978." Task Force Steering Committee. Third Board Draft. June 21, 1973. This plan provides for development of a competency-based certification program and includes a rationale, definitions, assumptions, certification procedures, suggestions on how to change to a competency-based approach, and provisions for updating and changing the plan.

2. "Competency-Based Professional Preparation Certification and Development." August, 1973. Brief overview of the competency-based movement in Georgia including the probable way the preparation and certification process will occur.

3. "Recommendations of the Ad Hoc Committee of the Teacher Education Council on Career Professional Certification (CT-5)." A possible plan for the issuing of the CT-5 to teachers. Includes requirements, processes, and minimum competencies (with examples).

4. "Second Board Draft Competency-Based Preparation Plan June 3, 1973." A developmental document of a plan to move Georgia to competency-based professional certificotion by 1978. (Please note updated version in bibliography)

5. "Performance-Based Preparation Certification of Educational Personnel." A position paper on the Georgia State Board of Education's development of performance-based certification. Information about the background of the program, its purposes, proposals, elements, and implementation is included.

6. "Performance-Based Preparation and Certification." Steering committee. Interim/Progress Report. Prepared by: The Division of Program and Staff Development Office of Instructional Services. Georgia Department of Education. November, 1973. A report on several recommendations submitted by the Ad Hoc Steering Committee. Recommendations involve guidelines for implementing the program at an administrative level.

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7. "State Plan for Staff Development." May 25, 1973. Defines target populations, and staff development and includes rationale, assumptions, approach, responsibilities, goals, structure etc. of the plan. (2 copies)

G.A.T.E.

1. "Competency-Based Preparation and Certification Recommendations." Attitude scale of 1-5 consisting of statements about competency-based preparation and certification. (4 copies)

Dr. Robert Houston

1. Houston City School System. A list of publications (including prices) concerning Competency-Based Teacher Education related subjects.

2. "Teacher Competencies-Houston." List of teacher competencies stated in behavioral terms. Generated by the Houston City School System and the University of Houston. (2 copies)

3. "Priority Competencies Identified Through Self-Analysis by 1,500 Teachers." A list of ranked competencies rated by Texas teachers. Includes an analysis of the number of teachers from the different participating school systems.

4. "Model for Observing Interpersonal Interaction." Richard Caramella, Department of Education. University of Houston. Paper contains a visual observation model, explanation and observation guidelines.

5. "Competency-Based Teacher Education Program Principal and Cooperating Teacher Handbook." University of Houston. 1973. Describes the Competency-Based Teacher Education Program at the University of Houston. Designed to orient students coming into the teacher education program.

6. "Houston Competency-Based Teacher Center." Developed by a consortium composed of: University of Houston, Houston School District, Region IV Educational Service Center, Houston Teachers Association. An overview and program description of the teacher preparation plan developed by the Houston Competency-Based Teacher Center.

7. "Organizational Climate Seminar Information." An abstract designed to provide background information for those wishing to conduct seminars in organizational climate. Pertains particularly to school climate.

8. "Competency-Based Preparation, Certification, and Development--The State Leadership Role." By: Robert B. Howsam. Relates the problems of teacher preparation from the Competency-Based Teacher Education perspective and gives background and summary information on this movement in education.

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9. "Information Packet on Performance-Based Teacher Education." American Association of Colleges for Teacher Education. October, 1973. A bibliography of books, monographs, and newsletters, some colleges and universities with Performance-Based Teacher Education programs; some current resources in Performance-Based Teacher Education, the AACTE Clearinghouse on Performance-Based Teacher Education.

10. "Bibliography for Performance-Based Teacher Education." National Conference on Performance-Based Teacher Education, May, 1971. A bibliography of books, articles and tapes related to Performance-Based Teacher Education and Teacher Competencies.

11. "Competency-Based Teacher Education." Prepared for Kentucky Association of Teacher Education. November, 1973. Bibliography of articles, monographs, books, and booklets related to Competency-Based Teacher Education.

12. "Teacher Inservice Competencies Listed." A list of competencies utilized in inservice work with the Houston City School System. The competencies are stated at a subgoal level and so, do not include criteria for successful demonstration.

13. List of Key Concepts of Individualization and Interpersonal Regard. List of 40 key concepts with accompanying examples or explanation. (10 copies)

Journal of Education Evaluation

1. "Between the Cup and the Lip." By: Carol H. Weiss. December, 1973. Article in Evaluation Comment about the use or rejection of evaluation findings.

Kalamazoo Schools

1. "Teacher Performance Profile." 1973. A system developed for use in the Kalamazoo Public Schools and intended to provide relevant feedback regarding teacher performance. Includes instruments used for rating, graphic representations, and appendices.

2. "Teacher-Made Test, Performance Objectives, Goals." Department of Research and Development. Kalamazoo Public Schools. Booklet intended to serve as a guide for teachers participating in the Goals--Objectives--Test Program used in the Kalamazoo Public School System.

Lawrence Papers

1. "A Synthesis of Priority Values for Helping Students Cope with Future Shock." List of eight priority lifetime values to develop in children.

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2. "Key Competency Areas for Middle School Teaching." Middle School Project. University of Florida. December, 1972. Describes characteristics considered desirable for Middle school teachers.

3. "Correlations of Teacher Personality Variables (Myers-Briggs) and Classroom Observation Data." By: Gordon Lawrence, Richard DeNovellis. University of Florida. Report presented at the American Educational Research Association Annual Meeting 1974 on classroom observations conducted in Florida middle schools. Three primary data collection instruments were used for the research.

4. "Guidelines for Developing a Competency-Based Inservice Teacher Education Program." By: Gordon Lawrence and Charles Branch. University of Florida. 1973. Report on experience and insights gained from three years of development and field testing of materials and procedures for competency-based inservice programs. This project is part of the Middle School Teaching Competencies Project at the University of Florida.

5. "Validation of Training Modules in a Competency-Based Program." By: Gordon Lawrence and Richard DeNovellis. University of Florida. This report describes experimental work concerning the validation of training modules used in the middle school project at the University of Florida.

6. "A Measurement System for Inservice Competency-Based Teacher Education." By: Gordon Lawrence and Richard DeNovellis. University of Florida. Report on one measurement system used with inservice Competency-Based Teacher Education programs in Florida and considered to be possibly useful in preservice and inservice Competency-Brsed Teacher Education programs elsewhere.

7. "Florida Modules on Generic Teaching Competencies." A description of modules contained in the Florida materials designed to enhance and/or develop generic competencies. Twelve modules are listed on this paper along with ordering information.

Lessinger Papers

1. Important Administrator Competencies. By: Leon M. Lessinger. Administrative competencies written in behavioral terms and outline form. Topics include Personnel Management, Communication Management, Instruction, Finance and Planning, and Evaluation.

Measurement Papers

1. "Handbook for Teacher Practices Observation Record." An Instrument for systematically observing teachers' classroom behavior. Designed to record teacher behavior as it occurs, the instrument enables the observer to analyze the methods of instruction used by the teacher in the classroom.

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2. "A Scheme for Evaluation and an Organizational Structure of Variables." Educational Innovators Press. 1971. This booklet is designed to develop evaluative skills which can be utilized by educators. The scheme contains four phases: planning, implementation, product and recycling based on a definition of evaluation as a systematic procedure for collecting and analyzing reliable and valid information for the purpose of decision-making.

3. "A Format for Monitoring the Teaching-Learning Process." By: Terry D. Cornell. EPIC Diversified Systems Corporation. Educational Innovators Press. 1971. Booklet intended for use by administrators, project directors, teachers, etc. in obtaining information that can be used to determine whether what is planned for instructional purposes is actually implemented. A format for monitoring an instructional program and a list of procedures is outlined to help in the implementation of the system.

4. "EPIC." Educational Innovators Press. An annotated bibliography of video-tapes, audio tape cassettes, filmstrips, and booklets developed by educators for accountability purposes, instructional improvement, and staff development.

5. "Levels of Criteria." By: Richard L. Turner. The levels of criteria presented in this paper are intended to make clear the points at which feedback to teacher education programs could be generated and the points at which performance-based certification could occur.

6. "Assessment and Evaluation." By: W. Robert Houston. A paper describing the development and use of assessment and evaluation of teacher behavior. Topics included are improving program effectiveness, organization and management, and improving student performance.

7. "Simulation Exercise in Self-Assessment." A sample project to compare two different ways of using pupil ideas as a method to encourage listening skills, and a comparison of the two instrumental strategies used.

8. "Kappans Ponder the Goals of Education." By: Harold Spears. September, 1973. Phi Delta Kappan. An opinion poll designed to gather data on the position of Phi Delta Kappans on important educational issues.

9. "Levels of Involvement: A Descriptive Model for Teacher Education." Harry W. Scott. Educational Technology. March, 1974. A report on a model developed primarily around the preparation of a teacher as instructor, however, the author feels that the model is comprehensive enough to include other dimensions such as personal, professional and community.

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10. "Heritability Analyses of IT Scores: Science or Numerology?" David Layzer. Report on research findings and implications and limitations.

11. "Report to the Carroll County Committee on Accountability." August 1, 1973. A history of three studies done in Carroll County concerning community opinion about schools and the results of the study.

Dr. Donald M. Medley

1. "OSCAR 5 V." By: Dr. Donald M. Medley. An instrument for measuring observed behavior of teacher and students in the classroom. Scale consists of 68 events and was developed by Don Medley. (10 copies)

2. "Classroom Observation Guide Items." List of various statements about the classroom. Observer marks as many of the items as apply to such categories as bulletin board, blackboard, audio-visual, environment, materials, etc. Data can be compiled on attached graph.

3. "Some notes on Evaluation in Performance-Based Teacher Education." By: Dr. Donald M. Medley. Paper describes some things to consider in setting up a competency-based program and the assessment techniques employed.

4. "Closing the Gap Between Research in Teacher Effectiveness and the Teacher Education Curriculum." By: Donald M. Medley. University of Virginia. The purpose of this paper is to examine the adequacy of the research base underlying current teacher education programs and then describe the usefulness of this model for teacher education and research in teacher effectiveness.

5. "The Certification Project as I see It." By: Dr. Donald M. Medley. Paper describes steps and considerations in the development of a measuring device for a competency-based Certification System.

Greta Morine

1. "A Programmed Introduction to Observing Classroom Interaction." Bay Area Teacher Training Complex Entry Module designed to help the subject develop a simple system for observing teaching--particularly the subject's own teaching.

2. Minicourse pamphlets describing various programs developed by the Far West Laboratory for Educational Research and Development. Titles are: "The Minicourse on Effective Question." "Match Units: Materials and Activities for Teachers and Children," "Adult Basic Education: ESL--Empleen Ingles," "First Year Communications Skills," "Reinforced Readiness Requisites," "Parent/Child Toy Lending Library."

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3. "An Introduction to Observing Classroom Interaction." Bay Area Teacher Training Complex Entry Module. June, 1973. Discussion format designed to help teachers develop an observational system for their own teaching.

4. "Creating Curriculum for Teaching Centers: Inventing the 'Teaching Center Game'." By: Greta Morine. California State University and Far West Laboratory. A paper and module describing entry procedures for teachers involved in training centers. The paper also describes a particular type of center to be considered.

5. "The Assessment of Proper Control and Suitable Learning Environment." By: Ned A. Flanders and Greta Morine. Far West Laboratory for Education Research and Development. This paper is concerned with criteria which can be used to evaluate how supervisors, principals, and teachers perform their duties, create proper control, and produce suitable learning environments for children.

6. "Interaction Analysis and Inquiry: Teaching Skills Through a Double Screen." By: Greta Morine. This paper suggests the use of interaction analysis systems for the purpose of deriving teaching skills. The procedure includes conscious identification of underlying values. System used in the Flander's Interaction Analysis Categories (FIAC).

7. "Planning Skills: Paradox and Parodies." By: Greta Morine. The article proposes certain planning skills that appear to be essential for effective teaching and offers training procedures designed to provide practice in the proposed skills.

National Association of State Directors of Teacher Education and Certification

1. "Standards for State Approval of Teacher Education." National Association of State Directors of Teacher Education and Certification. 1973 Edition. A document representing the consensus of department of education personnel who are assigned the legal responsibility for teacher education and certification in the States Standards are proposed primarily for the use of State departments of education however, it is hoped that institutions will find them helpful in planning their programs.

National IOTA Council

1. "The Role of the Teacher in Society." 1970. National IOTA Council. Paper identifies six major areas of responsibility for the professional teacher, then lists 100 sub-points which identify specific activities.

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Ohio--Mentor

1. Project Termination Report Model Teacher Education--Differentiated Staff Assessment. Mentor Public Schools. 1974. The three year evaluation of the Differentiated Staffing Project in Mentor, Ohio. Report includes history, data and instruments.

2. "Guidelines for Differentiated Staffing--The Mentor Experience." Mentor Exempted Village School District. These guidelines include a description of the historical development and process activities used in the differentiated staffing project in Mentor, Ohio. Report also includes a brief review of relevant literature as well as recommendations throughout the text.

3. "An Assessment System Utilizing Teacher Competencies for Differentiated Staffing." By: Mentor, Ohio Exempted Village School District and the center for Competency Based Education, University of Georgia. Includes background information on the project, definitions, job descriptions, and the assessment system.

Oregon College

1. "A Synopsis." The Elementary Teacher Education Program, Oregon College of Education, Monmouth, Oregon. A description of the Performance Based Teacher Education program at Oregon College, focus is on four related problem areas: a) the definition and assessment of teaching competency; b) the definition and assessment of program effectiveness; c) the design and operation of data collection and management systems supporting (a) and (b), and d) the design and implementation of long term research that both supports and takes advantage of (a) and (b). (2 copies)

2. "Performance Standards for Lesson Teaching." Brief guidelines for standards to be applied to overall, performance in lesson teaching. (3 copies)

3. "Short Term Full Responsibility Teaching (2-5 Days)." Part III. By: Schalock/Ferguson. Revised January 9, 1974. Description of a course used in student teaching training at Oregon College. (3 copies)

4. "Formal Lesson Teaching." Part I. Oregon College of Education. 1973. This document contains information needed for students, school supervisors and college supervisors associated with the Oregon College elementary teacher education program to engage in and assess formal lesson teaching.

5. "General Description of the OCE Elementary Teacher Education Program." November 12, 1973. Lists courses in different areas and includes planning and evaluation forms. (5 copies)

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6. "Competency Demonstration Context: Short Term Full Responsibility Teaching." Forms to be used in evaluating the two- to five -day teaching experience included in student teacher training program at Oregon College. (6 copies)

7. "A First Approximation to the Teaching Competencies to be Demonstrated by Elementary Teachers at OCE for Initial Certification." Oregon College of Education. April, 1973. Lists competencies with accompanying performance standards.

8. "Competency Demonstration Context: Lesson Teaching." Forms used in evaluating three clusters of competencies: planning and preparing for instruction, performing instructional functions, and performing assessment functions, included in the Oregon College teacher training program. (4 copies)

9. "A First Approximation to the Teaching Competencies to be Demonstrated by Elementary Teachers at OCE for Entry into Practicum Teaching." Appendix B. Experimental Elementary Teacher Educational Program. Oregon College of Education. April, 1973. Table of competencies with accompanying performance standards.

10. "Performance Standards for Entry into Formal Lesson Teaching." Appendix D. List of proposed teaching competencies to be demonstrated for basic certification, and the standards set for their performance. (7 copies)

11. "A First Approximation to the Teaching Competencies to be Demonstrated by Elementary Teachers at OCE for Entry into Short Term, Full Responsibility Teaching." Spring, 1973. Experimental Elementary Teacher Educational Program. Oregon College of Education. April, 1973. A table of teaching competencies to be demonstrated for entry into short term, full responsibility teaching, and the standards set for their performance.

Performance-Based Teacher Education Newsletter

1. "Implementing Performance-Based Teacher Education at the State Level." American Association of Colleges for Teacher Education. A position paper with recommendations by the Performance-Based Teacher Education Committee of the American Association of Colleges for Teacher Education.

2. "Beginning Teacher Evaluation Study." Phase II Summary. 1973-74. Commission for Teacher Preparation and Licensing of the State of California. A study designed to isolate those teacher behaviors which contribute the most to the achievement of elementary pupils in reading and arithmetic.

3. Competence-Based Certification. Newsletter. University of the State of New York and the State Education Department. Reports on various topics related to competency-based certification in New York State.

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4. Performance-Based Teacher Education. Newsletters published by the Multi-State Consortium on Performance-Based Teacher Education. Articles about projects and developments throughout the country.

Popham Papers

1. "Pitfalls and pratfalls of Teacher Education." By: W. James Popham. University of California. Paper attempts to identify the more prominent perils which have hindered teacher effectiveness researchers.

Professional Practices Commission

1. "Rules of Professional Practices Commission Standards of Competent Professional Performance." A review of Georgia Law regarding the establishment of procedures for developing standards of professional performance.

2. "Master Reviewers Help Peers." Georgia Association of Educators Report. July, 1974. Report on meeting sponsored by the Professional Practices Commission aimed at training master reviewers in the use of standards developed by the commission for classroom observation. Article includes the PPC standards.

3. "Professional Teaching Practices." Georgia State Board of Education. January, 1974. The Code of Ethics of the educational profession accepted by the State Board of Education.

Rosenshine, Barak

1. "Research on Teacher Performance Criteria." Research in Teacher Education. By: Barak Rosenshine/Norma Furst. Edited by: B. Orthanel Smith. First section describes the limitations of knowledge about teaching and the relationship between a teacher's behavior and student learning. Second section describes the major results of one of the more promising areas of research on teaching. Third section relates some of the issues and problems in research on teaching and offers suggestions for future research.

2. "The Use of Direct Observation to Study Teaching." Chapter 5. Barak Rosenshine. University of Illinois. Norma Furst. Temple University. This chapter introduces the instrumentation and research which has focused on teaching in natural and semi-natural settings. (2 copies)

3. "Brief Characterizations of the NIE Four Areas of the Planning Conference of the Task Force on Education Personnel as of January 16, 1974." A report on the general field of concern of the NIE Task Force on Education Personnel. The structure has four areas: (a) selection, (b) training, (c) utilization of such personnel, and (d) methodology for research and development on education personnel.

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4. "Table 2. Design and Methodology Characteristics." Table of various studies done on teacher behaviors. Includes researchers names, date of study, behaviors observed and various criterion.

Schalock Papers

1. "COMFIELD." By: H. Del Schalock, Bert Kersh and Larry Horyna. Comfield is a generic model; it does not specify what the exact nature of any given teacher education program should be. It establishes broad program guidelines and provides latitude for individual institutions to give the program operational definition within their particular setting.

2. "Elementary Teacher Education Program." Oregon College of Education. Monmouth, Oregon. A Synopsis. Prepared for second PBTE seminar. New Orleans, Louisiana. 1973. Deals with Performance-Based Teacher Education at Oregon College of Education, Comfield model for Elementary Education and Oregon's Process Standards for Programs that prepare education personnel.

3. "Performance-Based, Field Centered and Personalized Teacher Education." An Overview. By: H. Del Schalock. Deals with factors that "push" and "pull" the educational profession toward change.

4. Implications of the Oregon Board of Education's Proposed "Process Standards" for the design and Operation of Teacher Education Program. By: H. Del Schalock. Teaching Research. A division of Oregon State System of Higher Education. April, 1973. Deals with defining and assessing teacher competence.

Schmieder Papers

1. "The National Storehouse for Competency-Based Education." Draft. By: Allen Schmieder and Bruce Joyce. Deals with a major question: How can we use the best of the new competency-based educational approaches to strengthen our educational system and improve the quality of schooling for our nation's children?

Soar Papers

1. "Classroom Behavior, Pupil Characteristics, and Pupil Growth." Research Report. By: Robert S. Soar and Ruth M. Soar. University of Florida, Gainesville, Florida. December, 1973. Perhaps the major outcome of the work thus far is a better picture of the complexity of the relations between classroom behavior and pupil change, and a corresponding need for complex analysis of the data. This study is an attempt to move further into these complexities.

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2. "Florida Taxonomy of Cognitive Behaviors (K-1 Form)." By: Ruth M. Soar, Marjorie Rogosta, Robert S. Soar and Bob Burton Brown. Institute for Development of Human Resources, Gainesville, Florida. Purpose of this instrument is to clarify the level of thinking involved in a variety of classroom activities following the system developed by Bloom and others (1965), modified by Sanders (1966).

3. "Observer Guide." Florida Taxonomy of Cognitive Behaviors. Framework for observing and recording cognitive behavior of teacher and students.

4. Florida Taxonomy of Cognitive Behaviors (K-1 Form) Series I-IV.

5. "Florida Taxonomy of Cognitive Behavior." By: Brown, Ober, Soar and Webb. Institute for Development of Human Resources. University of Florida. The Florida Taxonomy of Cognitive Behavior is an observational instrument consisting of 55 items which describe cognitive behavior that can be evidenced by both pupils and teachers in classroom situations.

6. Teacher practices observation record (directions)--framework for observing and recording classroom practices of teachers.

7. "Florida Climate and Control System." (FLACCS) Practice Form. (4 copies)

8. "Classroom Behavior, Pupil Characteristics and Pupil Growth." Errata Sheet. February, 1974.

9. "An Instructional Manual for the Reciprocal Category System." Based on paper read at AERA, February, 1968. By: Ober and Wood, University of Florida and Roberts, New York Public Schools. The purpose of discussion was to present rationale, construct, and mechanics of a modification of the Flanders System of Interaction Analysis.

10. "An Empirical Analysis of Selected Follow Through Programs: An Example of a Process Approach to Evaluation." By: Robert S. Soar and Ruth M. Soar. Deals with Issues in program evaluation, Problems in instrumentation, and data collection procedures.

11. "Florida Climate and Control System." (FLACCS) Observer's Manual. By: Robert S. Soar, Ruth M. Soar and Marjorie Rogosta. Institute for Development of Human Resources. University of Florida. Deals with instrument intended to record the climate and control aspects of the classroom. (6 copies)

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Spaulding Materials

1. "Effects of Early Educational Intervention in the Lines of Disadvantaged Children." Final Report. By: Robert L. Spaulding and Mary R. Papageorgiou. Sociocultural correlates of achievement differences between schools were isolated by step-wise regression analysis. The CASES instrument and the Overall CASES Coefficient were found useful in predicting school achievement. Implications of the findings were discussed. (2 copies)

2. "The Early Childhood Specialist Instructional Credential." Draft. San Jose State University, San Jose, California. January, 1974.

3. "Using CASES in Measuring Effects of Compensatory Education." By: Mary R. Papageorgiou. An article presented at AERA, February 28, 1973, New Orleans, Louisiana.

4. CASES Instruments

   a) Styles and Treatments (2 copies)
   b) Brief form for Quick Reference of CASES. (5 copies)
   c) Appendix CASES (1 copy)
   d) Brief form for Quick Reference of CASES revised May 3, 1974. (3 copies)

Stufflebeam Papers

1. "A New Conceptualization of Evaluation Competencies." A paper read at the national meeting of the AERA. By: Daniel L. Stufflebeam. New Orleans, Louisiana. February, 1973.

2. Evaluation: Its Meaning in an Administrative. Context by Daniel L. Stufflebeam. A presentation at the Workshop for Ohio School Superintendents, Columbus, Ohio. July 10, 1973.

3. "The Use and Abuse of Evaluation in Title III." By: Daniel L. Stufflebeam. An address delivered at the National Seminar on Innovation. Sponsored by Kettering Foundation, Honolulu, Hawaii. July, 1967.

Thomas County Project - CBTC for Principals

1. Letter and request for proposal to develop a competency-based certification model for school principals.

Robert M. W. Travers

1. Travers responds to State of Michigan developing a list of competencies stated in behavioral terms. (4 copies)

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2. "A Sketch of a Teacher Education Program." First Draft. By: Robert M. W. Travers. An attempt to examine ideas related to teacher education which are being widely promoted at the present time, and substitute a plan for teacher education based on the results of research.

3. "Role Acquisition in Teacher Education." Chapter 2. An Analysis. By: Robert M. W. Travers. This paper refers to determining teacher effectiveness through roles. Role characteristics related to pupil achievement are taken into account and are: (1) clarity, (2) variability, (3) enthusiasm, (4) task-oriented or business-like behavior, etc. (page 4)

4. "Empirically Based Teacher Education." By: Robert M. W. Travers. Attempts to examine ideas related to teacher education. Deals primarily with the highly promoted performance-based certification for teachers or Competency-Based Teacher Certification. (10 copies)

University of Georgia

1. Selected Generic Competencies with Indicators for Elementary Teachers. Developed by: Division of Elementary Education. College of Education, University of Georgia. Gilbert F. Shearron, Chairman. Lists specific teacher behaviors called "performance indicators," activities, and products when applicable. (2 copies)

2. "Key to the Meanings of Numeral Coding Notations for Teacher Performance Specifications in Georgia Educational Model Reports." By: Charles E. Johnson. Designed to assist in better understanding the coding system used in reporting performance specifications by the Georgia Educational Model project. Has illustrative example and keys to performance.

3. "An overview of a Competency-Based Teacher Education Pilot Program at the University of Georgia." By: Randy Elmore and Bill Williams. March, 1973. History and operational procedures of the competency-based program at the University of Georgia.

4. "Some Basic Assumptions Underlying Competency-Based Teacher Education Programs." By: Charles E. Johnson. College of Education, University of Georgia. A table with some of the major assumptions underlying the NCERD teacher education models with accompanying program characteristics.

5. "Specifying Assumptions, Goals and Objectives for Competency-Based Teacher Education Programs." By: C. E. Johnson, G. F. Shearron, and D. A. Payne. A proficiency module designed to develop a theoretical foundation for a competency-based teacher education program. Module has several components relative to specific goals, assumptions and objectives, a self-assessment guide and answer sheets to accompany the guide.

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University of Toledo, Ohio

1. "Evaluation Instrument." A one page paper and pencil test to measure attitudes and opinions about modular instruction used in teacher preparation programs at University of Toledo. (7 copies)

Western Michigan University

1. "Role Acquisition by Teachers." Speech by Dr. John E. Sandberg. Dean, College of Education, Western Michigan University. 1973. Article refers to Robert M. W. Travers and his "Role Acquisition in Teacher Education: An Analysis."

2. "Competency-Based Teacher Education and Accountability, An Appraisal." Fall, 1973. Presentation by: Dr. Dave Adams. Paper deals with "teacher education at the crossroads", and, competency-based teacher education may be that crossroad! If not, it is a sign that a crossroads lies ahead.

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SLIDE CARCUSEL - SECTION II

Competency Based Teacher Education: An Overview by Milford A. Weber, University of Syracuse. (115 slides)

Competency Based Teacher Education Case Study by D. Lynn McDonald and David Marsh. (98 slides)

Developing Instructional Modules: An Introduction to the Concept. (45 slides)

Developing Instructional Modules: Classify Educational Objectives. (35 slides)

Developing Instructional Modules: Develop Assessment Procedures (49 slides)

Developing Instructional Modules Flow Charts (63 slides)

Evaluation by Eval L. Barker. Vimcet, 1966. (46 slides)

Experimental Design for School Research by W. James Popham. Vimcet, 1969. (43 slides)

Focus on the Individual, A Leadership Responsibility, National Education Association; 1965. (135 slides)

Houston Competency Based Education Teacher Center (43 slides)

How to prepare Teacher Performance Tests by James W. Popham, 1969 (56 slides)

Individualized Instruction and IPI. Research for Better Schools, Inc. (38 slides)

Introduction to Instructional Technology. General Programmed Teaching. (77 slides)

Individualized Instruction: General Programmed Instruction, 1972. (71 slides)

Performance based mathematics education. (99 slides)

Portal Schools. (72 slides)

Principals & Practice of Instructional Technology Unit 5. General Programmed Teaching. (34 slides)

Principals & Practice of Instructional Technology Unit 4. General Programmed Teaching (61 slides)

Principals & Practice of Instructional Technology Unit 1. General Programmed Teaching. (75 slides)

Principals & Practice of Instructional Technology Unit 3. General Programmed Teaching. (65 slides)

Principals & Practice of Instructional Technology Unit 2. General Programmed Teaching. (63 slides)

Systematic Instructional Decision Making by W. James Popham, Vimcet Associates 1966. (32 slides)

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SLIDE CAROUSEL - PAGE TWO

Using Teacher Performance Tests For Instructional Improvement and Skill Assessment by W. James Popham, 1971. (43 slides)

CARROLL COUNTY COMPETENCY BASED TEACHER CERTIFICATION PROJECT - 1973-74
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CASSETTES - SECTION III

AACTE Teacher Center, Houston Teacher Center

Accountability and Performance Contracting, Lennon.

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Analyze Learning Objectives

Behavioral Objectives

Buffalo Competency Based Teacher Education. #5, #6, and #7.

Buffalo Competency Based Teacher Education. #1 and #2.

Buffalo Competency Based Teacher Education. #3 and #4.

Competency Based Teacher Education: An Overview by Milford A. Weber. University of Syracuse.

Decision Making

Developing a Management Plan.

Developing Instructional Modules: An Introduction to the Concept.

Developing Instructional Modules: Classify Educational Objectives

Developing Instructional Modules: Develop Assessment Procedures.

Developing Instructional Modules Flow Charts.

Developing Instructional Modules Specify Enabling Activities.

Developing Teacher Competencies

Diagnostic Case Study 1, O'Brien, James. Research for Better Schools, Inc.

Diagnostic Case Study 3, Alvarez, Chila. Research For Better Schools, Inc.

Diagnostic Case Study 2, Williams, Lisa. Research For Better Schools, Inc.

Differentiated Staffing.

Evaluation.

Experimental Designs/Research

Focus on the Individual - A Leadership Responsibility.

Graphic Displays of Management Plans.

Individualized Instruction and IPI. Research for Better Schools, Inc.

Instructional Objectives Part A

Instructional Objectives Part B

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Instructional Supervision

Introduction to Instructional Technology. General Programmed Teaching.

Knowledge of Results

Individualized Instruction. General Programmed Teaching.

Instructional Module: Operationalizing a Goal or Intent

Management Boundaries and Linkages.

Management Evaluation

Management Uses of Information

Models & Systems Analysis

Overall Introduction to Planning.

Portal Schools, Charles Linden, Inc.

Positive Approach to Motivation.

Prepare Teacher Performance Tests.

Principals & Practice of Instructional Technology Unit 5. General Programmed Teaching.

Observing and Inferring.

Principals & Practice of Instructional Technology Unit 4. General Programmed Teaching.

Principals & Practice of Instructional Technology Unit 1. General Programmed Teaching.

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MATERIALS RECEIVED FROM OTHER STATES - SECTION VI

Alabama

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Alaska

None

Arizona

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Arkansas

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California

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Colorado

None

Connecticut

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Delaware

None

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Georgia

See Reference Material - Section I

Hawaii

None

Idaho

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Illinois

Competency-Based Professional Preparation, Certification and Development, A Task Force Committee, composed of various ranks of school and college personnel.

Indiana

Competency-Based Professional Preparation, Certification and Development, Commission on Teacher Training and Licensing of the State Board of Education.

Iowa

Competency-Based Professional Preparation, Certification and Development, being reviewed by Iowa State Advisory Committee on Teacher Education and Certification.

Kansas

None

Kentucky

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Louisiana

None

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Maryland

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